

### School and Teacher Demographics

Number of districts 352  
(CCD, 1998-99)

Number of public schools in state (CCD, 1998-99)

Elementary	Middle	High	Combined	Other
1,214	323	310	19	7

Student/teacher ratio (CCD, 1998-99)

Elementary	Middle	High
n/a	n/a	n/a

Number of FTE teachers in state (CCD, 1998-99)

Elementary	Middle	High	Combined	Other
n/a	n/a	n/a	n/a	n/a

Public school enrollment (CCD)

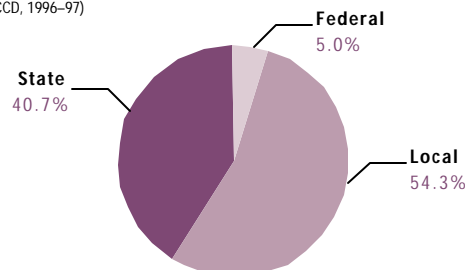
	1989-90	1998-99
K-8	590,238	671,470
9-12	235,350	256,722
Pre-K	6,819	8,851

(By state definition)

### Sources of funding

District average

(CCD, 1996-97)



### Student Demographics

Race/ethnicity (CCD, K-12)

	1989-90	1998-99
American Indian/Alaskan Natives	0.1%	0.2%
Asian/Pacific Islander	3.2	4.2
Black	7.5	8.5
Hispanic	7.4	9.9
White	81.8	77.1

Students with disabilities (OSEP, K-12)

	1990-91	1998-99
Students with disabilities	16.3%	14.3%

Limited English proficient (USED / NCBE, K-12)

	1989-90	1996-97
Limited English proficient	40,057	44,394

Migrant (OME, K-12)

	1993-94	1998-99
Migrant	4,436	4,525

Highschool dropout rate (CCD, event)

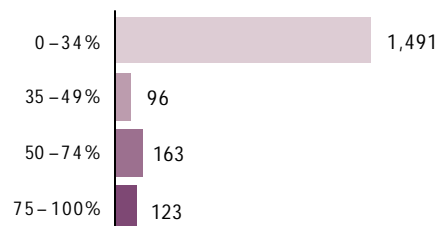
	1993-94	1997-98
Highschool dropout rate	3.5%	3.2%

Postsecondary enrollment (IPEDS, High school grads enrolled in college)

	1994-95	1997-98
Postsecondary enrollment	65%	85%

### All schools by percent of students eligible to participate in the Free Lunch Program

(CCD, 1998-99)



### Statewide Accountability Information

#### Statewide Goal for Schools on State Assessment

Two years scores on MCAS, Decrease percentage of students at Failing level and increase percentage at Proficient or Advanced level. Rewards & sanctions

#### Expected School Improvement on Assessment

Increase average scaled scores, dependent on baseline performance

#### Indicators for School Accountability

Results of CRT (MCAS) tests

#### Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal (progress on math, reading tests)

#### Schools Meeting Title I AYP Goal

530 (56.8%)

### Title I Schools

Title I enrollment (USED)

	1998-99
K-8	186,340
9-12	26,265
Pre-K	n/a

Race/ethnicity (USED, K-12)

	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	541	90
Asian/Pacific Islander	14,753	1,268
Black	48,066	2,374
Hispanic	60,965	4,444
White	55,897	27,125

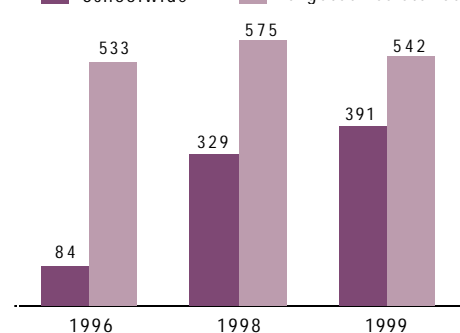
Title I allocation \$152,061,992

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998-99)

### Number of schools with Title I programs

Schoolwide vs. targeted assistance (USED)

Schoolwide Targeted Assistance



## Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

### Grade 4

#### English Language Arts

	Failing (Absent & Tested)	Needs Improve- ment	Proficient	Advanced
All Students	12%	67%	21%	0
Title I Schoolwide				
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students	43	53	3	0
Migrant students				

#### Mathematics

	Failing (Absent & Tested)	Needs Improve- ment	Proficient	Advanced
All Students	19%	44%	24%	12%
Title I Schoolwide				
Title I Targeted				
Percent of School in Poverty				
00–34				
75–100				
LEP Students	61	34	5	1
Migrant students				

### Grade 8

#### English Language Arts

	Failing (Absent)	Failing (Tested)	Needs Improve- ment	Profic- ient	Advanced
All Students	1%	12%	31%	53%	3%
Title I Schoolwide					
Title I Targeted					
Percent of School in Poverty					
00–34					
75–100					
LEP Students	1	47	39	14	0
Migrant students					

#### Mathematics

	Failing (Absent)	Failing (Tested)	Needs Improve- ment	Profic- ient	Advanced
All Students	1%	39%	31%	22%	6%
Title I Schoolwide					
Title I Targeted					
Percent of School in Poverty					
00–34					
75–100					
LEP Students	0	87	8	3	1
Migrant students					

## Assessment Information

### Assessment Reported

Massachusetts Comprehensive Assessment System, second year in use

### Progress Toward Assessment Aligned with Standards

Performance standards met review criteria of the U.S. Department of Education.

### State Definition of “Proficient”

Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

### Exclusion from Assessment

Spanish speaking LEP students enrolled >3 yrs. in U.S. will not be enrolled in reg ed until SY 2000–2001. Spanish speaking LEP whose reading/writing skills do not permit participation in Spanish MCAS. Non-Spanish speaking LEP students enrolled >3 yrs. in U.S. will not be enrolled in regular ed. until SY 2001–2002.

### Other Assessments

MCAS-ALT field tested in 2000-2001

### Grade 10

#### English Language Arts

	Failing (Absent)	Failing (Tested)	Needs Improve- ment	Profic- ient	Advanced
All Students	1%	31%	34%	30%	4%
Title I Schoolwide					
Title I Targeted					

#### Mathematics

	Failing (Absent)	Failing (Tested)	Needs Improve- ment	Profic- ient	Advanced
All Students	3%	50%	23%	15%	9%
Title I Schoolwide					
Title I Targeted					

### NAEP State Results

	Grade 4	Grade 8
<b>Reading, 1998:</b>		
Proficient level and above	37%	36%
Basic level and above	73%	80%
<b>Math, 2000:</b>		
Proficient level and above	33%	33%
Basic level and above	78%	76%